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ABSTRACT

A report of a Seminar on Continuing Education of Women, held in March 1973 for Canadian women, is provided. The seminar was held to explore key issues in continuing education of women and to give guidelines to the Canadian Association for Adult Education (CAAE) as to relevant action that could be taken by the association. The contents of the report concern the following topics: Counseling, Funding, Power, Changes, Low Income Woman, Transitional Woman, Action Recommended, Action Suggested, Seminar Tones, List of Participants, Appendix A--Summaries, Appendix B--Thoughts, Selected Bibliography, Appendix C--Educational Package, and Summary Sheet. (DB)

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CANADIAN ASSOCIATION FOR ADULT EDUCATION

CORBETT HOUSE — 238 ST. GEORGE STREET, TORONTO 5

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Dear

NOTE:

This is a report of a Seminar on Continuing Education of Women , sponsored by theCAAE for a group of women from across Canada.

BUT

It is also an attempt to involve you and your ideas around the above topic.

SO

The front page is mine, and the back page is yours to share with us.

AND

Please use backs of pages for your reactions to the content.

The Seminar was held at Holiday Inn West in Toronto, on March 1,2,3,1973, with nineteen participants, three recorders and a seminar organizer and participant.

The purpose of the Seminar was to explore key issues in continuing education of women and give guidelines to the CAAE as to relevant action the organization could take.

A key feeling was identified in the group-- the isolation of women working in professional areas. The key need was for a communication network-- see the report for some exciting ideas about this !

AE014381

president DONALD H. BRUNDAGE, Ed.D.

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Low income women were identified as the prime group requiring concentrated attention and innovative ideas for programs

A suggested use of media has fascinating national possibilities.

The Seminar and Report are only the first steps in what is hoped to be a sequence of actions, programs, communications and ideas. Your reactions and interest are of prime importance in starting a link-up.

Looking forward to hearing from you,

Olivia Jacobs

Olivia Jacobs
of CAAE

president DONALD H. BRUNDAGE, Ed.D.

THE

Counselling

Funding

Power

Changes

Low Income Woman

Transitional Woman

Action Recommended

Action Suggested

Seminar Tones

List of Participants

Appendix A --Summaries

Appendix B -- Thoughts

Selected Bibliography

Appendix C --Educational Package

Summary Sheet

CONTENTS

COUNSELLING

AREAS EXPLORED:

There is a distinction between professional counselling, which might be seen as corrective, and supportive counselling, which is information sharing relationships needed by many women.
A component of the training and/or professional development of the professional counsellor should involve the recognition of women's special needs.

The difference in functions performed based on the difference in numerical relationships:
- a. one to one
- b. small group
- c. large group

Groups for self-development, peer support, and information sharing among women should be more widely developed and strongly supported.

The content of "counselling":
- a. solving specific problems
- b. building sel esteem
- c. sharing information
- d. making decisions
- f. skills:
  - -- confrontation
  - -- manipulation
  - -- decision making
  - -- setting objectives, and being aware of conflicting objectives
  - -- communication skills
  - -- trust developing in other women

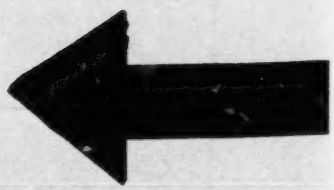
"WOMEN MUST STOP NEEDING LOVE AND AFFECTION ALL THE TIME".....

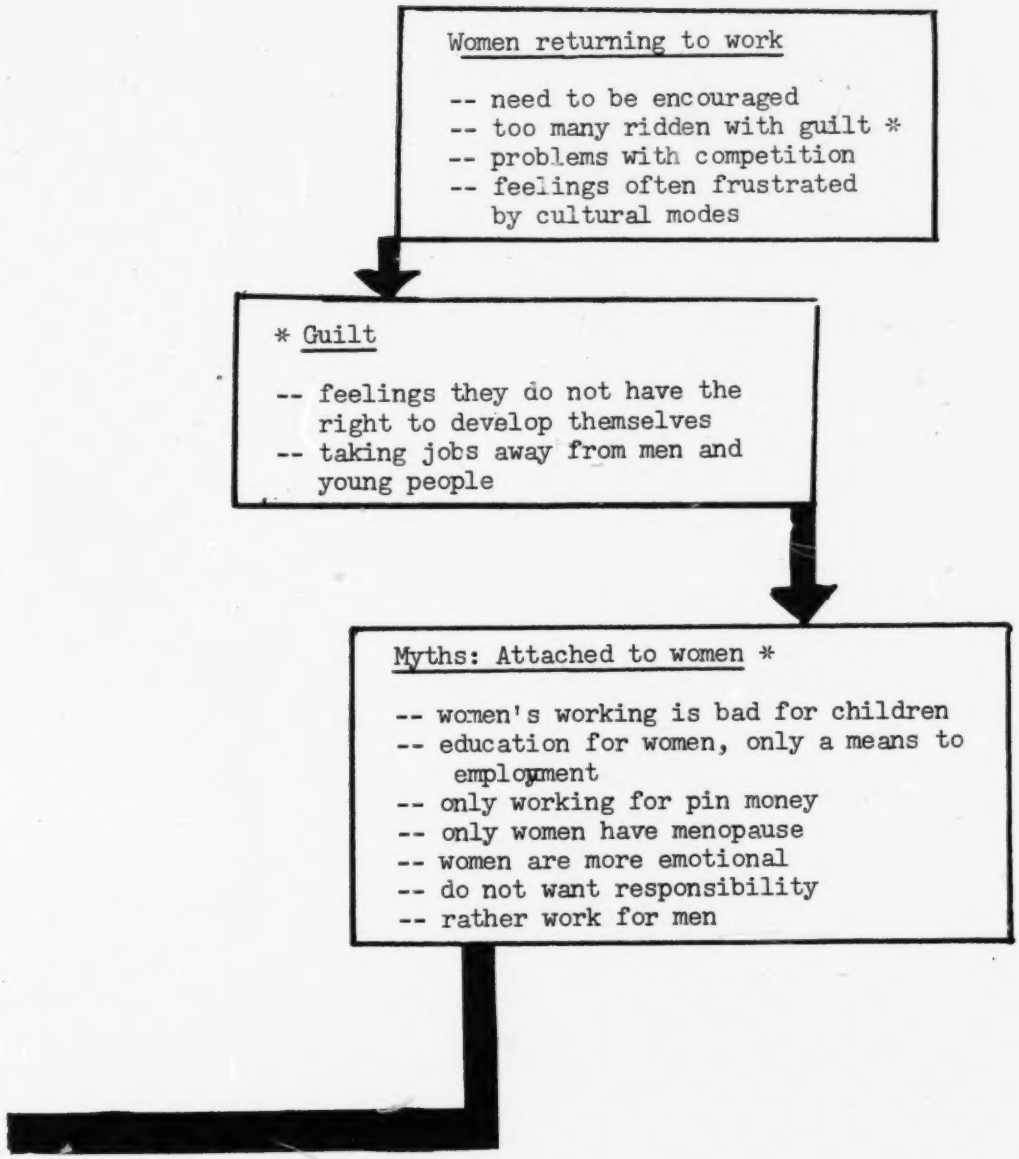
How to reach women to counsel them?
How to keep in touch with the profession: part-time work, occasional work, volunteer?
Need for tool courses.
Need for the current labor picture.
Need for volunteer opportunities.
Need for institutional awareness.

Need for setting an equivalence of experience and entrance requirements to a variety of courses, how to measure the quality of life experiences. Need new measurement techniques.

"THERE IS A DIFFERENCE BETWEEN KNOWING YOU CAN DO A THING, AND DECIDING TO DO SOMETHING ELSE."

PROGRAMS THAT MIGHT HELP IN THESE AREAS WOULD BE :




Women returning to work
-- need to be encouraged
-- too many ridden with guilt *
-- problems with competition
-- feelings often frustrated by cultural modes
* Guilt
-- feelings they do not have the right to develop themselves
-- taking jobs away from men and young people
Myths: Attached to women *
-- women's working is bad for children
-- education for women, only a means to employment
-- only working for pin money
-- only women have menopause
-- women are more emotional
-- do not want responsibility
-- rather work for men

* See Royal Commission report on Status of Women for detail

FUNDING

In our present economic structure, funds are very difficult to find for:

a. experimental programs
b. sustaining experiments that work, but by virtue of their structure do not qualify for sustaining funds under traditional sources
c. financial aid for women who lack discretionary funds

But funds are needed in all these areas.

Three possible funding sources were identified:

a. Governments -- need for pressure to be applied to convince governments of their obligation to support minority groups. This could be provided in a number of ways:
   1. establishing a formal grant structure for new and experimental grograms, both credit and non-credit
   2. pro-rated support for part-time education
   3. tax exemption for funds channeled into experimental educational projects by industry

b. Corporations -- suggested holding several conference days on the social responsibility of industry, using the facilities of several major university campuses, so as to involve students *

c. Foundations -- a Directory of conditions and application dates is now available

Need Areas;

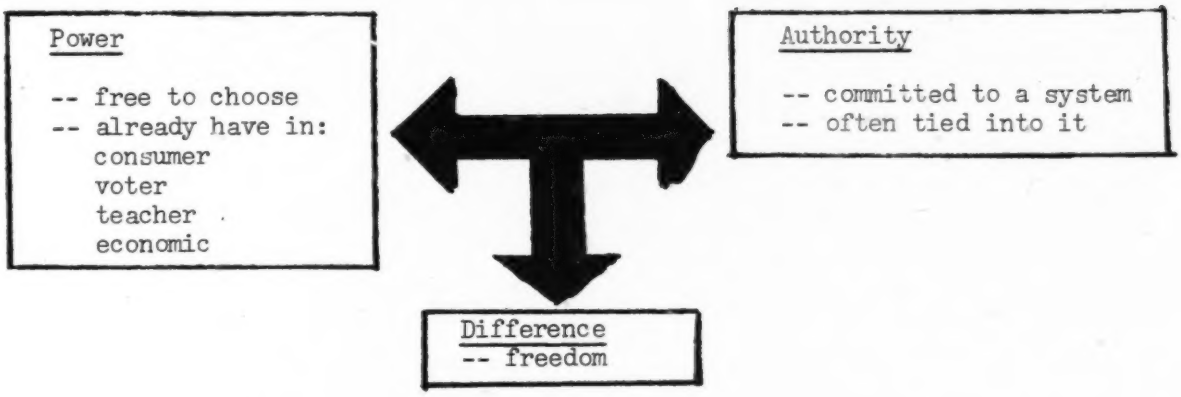
a. self-organized information sharing
b. people to help train others to apply for funds
c. coordination among funding agencies including inter-departmental cooperation in government
d. change in the regulation of funding:

-- reduction of locking in clauses, manpower
student loans
-- obviate the need for annual renewal and the need to make
multiple applications, all of which tend to become
major objectives in program planning

* for additional information, Assistant Dean Hilda Kahne, Radcliffe Institute

My methods in handling power and authority are:

POWER



Women must come to terms with power. They must learn to understand the mechanics of power at every level, from inter-personal to governmental. Women must be effective at seizing power for themselves and others. This involves everything from learning to deal effectively with hostility to learning to use technologies and bureaucracies, to their own ends.

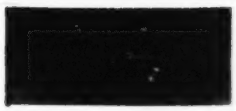
Women need to become politically aware, and learn to use community resources, as schools, for women's programming and women's action groups.

To quote:

" Let's have a national conspiracy of women.

" Drop a rock and watch the ripples. If you watch the rock you may sink with it. If you change women, you change children, husbands, families. Look at the whole picture."

I WOULD LIKE TO ADD:



CHANGES

A number of areas were indicated in which changes or innovations need to be made to reduce discrimination against women in education and employment:

a. vocational and pre-employment courses

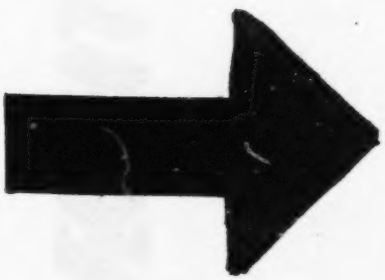
b. day-care -- terribly important as women on night shift, eg. cannot get municipal day-care help as they are in the house in the day time, therefore they get no sleep

c. higher minimum wage

d. changes in welfare regulations regarding deducations for money earned

e. funding for extraordinary expenses eg. eyeglasses, for low income families

f. funds for schooling



g.

h.

etc.

Need

-- to learn how to:

run meetings
write minutes, agendas
write a brief
communicate verbally

Need a retraining centre for welfare women and middle class women.

One program:

Thrusts decisions at women and expects a decision as to a change in the direction of their lives after the first six weeks. Assumes dissatisfaction to begin with, or they would not be in the program. Set out goals and objectives in the first week, and share this information with others.

As a result of the program:

one third go to work
one third go for further upgrading
one third go home to be better persons

HIGHEST PRIORITY CATEGORY
- according to seminar

LOW INCOME EDUCATION

TRANSITIONAL WOMAN

Objectives:

The transitional woman is faced with conflicting objectives:
-- is she better to replace a man, thus gaining authority, or to concentrate on changing attitudes in order to gain power

-- can and should unintended consequences of any action be controlled for? does the specific problem belong to me? to another? or to us both?

Problems

-- a need was expressed for a better understanding of the processes and developments that have brought us from the old-style, or token, successful woman, to the current transitional status.

-- there is a need to develop a profile of the steps along the way in order to deepen our understanding, enabling us to plan for the future.

-- there is a need to explore more fully the effects of age, education, economic status, marital status, etc. on the developmental stages passed through by various women in order to meet all women where they are and to ensure continuity of positive experiences

-- there is a need to work with women's support systems ie. families, employers, communities, to help them to change with the changing woman.

Definition

-- is in both worlds
-- not yet into free female roles
-- has the needs and situations described in the Royal Commission Report
-- may need a radical position to gain a moderate one
-- may move into the existing structure and achieve power, then what do you do in the structure
-- not striving by replacing male power group, by female power group

Four strategies

operating in the transitional period:
-- traditionalist
-- reformist:
Status of women
modification of customs, attitudes, laws
-- women's liberation
-- radical feminist

The conference reiterated the need for women to develop a society of trust in order that they can feel they are speaking for each other.

I WOULD LIKE TO CONTRIBUTE TO A KIND OF CONTINUUM BY:

I WOULD LIKE TO BECOME INVOLVED IN:

I KNOW ABOUT SIMILAR ACTIVITIES:

ACTION

RECOMMENDED

1. A strong need was expressed throughout the discussion for a centralized information source and for lobby group to promote these issues at appropriate levels of responsibility. The group felt strongly that the CAAE could be expected to act in that capacity.

2. This conference wished to express its concern that a very important vehicle of communication for women in continuing education has been lost with the cessation of CONTINUUM. We wish to urge that the CAAE take the responsibility for re-establishing this publication as soon as possible. Its form could vary from the original publication, by having the information flow from a provincial editorial board, made up of coast to coast representation, to the central point, which would then collate the information for distribution.

3. A major effort on the part of each participant to develop a package of Canadian content around a local project that could have national implications, using all of the media. These packages would then exist as the beginnings of a central information back housed with a national organization (CAAE). * See Appendix A for details of the proposal.

4. Tapes could be circulated among conference participants regarding local activities that might be of wider interest.

5. Local workshops for women and use of the media both as a service and as a technology should be set up. (For a model, see Women and Films: International Festival, 9A Charles Street West, Toronto, Ontario M4Y 1R4.)

6. Progress reports on the situation in each participant's local community should be submitted by the end of June in order to be used as planning documents for a future meeting.

7. Based on these reports and the Canadian content packages that will be developed, a working conference be held in Saskatoon, Saskatchewan, October 3-5, 1973.

8. That the CAAE look for funding for both the Canadian content package and for the working seminar in October, and act as a central station for materials produced, at least initially. These then could be distributed for sale, as educational materials in the continuing education of women.

9. There is a great need for a more broadly based directory of funding sources, including critical analysis of various sources by those who are fmailiar with them. This would assist those looking for funds, both in locating possible sources, and in writing effective proposals.

ACTION SUGGESTI-

1. One area for action identified at this time was a need to meet with the media to help in efforts at changing attitudes.

2. A news release on the conference was suggested, as was an approach to Chatelaine regarding an article on the continuing education of women theme. Specific groups mentioned were the welfare women, the traditional woman, and the volunteer.

3. A request was made that the "Status of Women" package be circulated with the seminar report.

SEMINAR TONES

We are all working in isolation and frustration.....

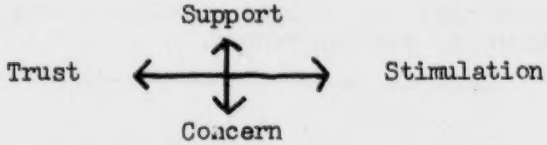
and we need to communicate with each other in many ways.....

I think our group particularly needed the seminar because of the double kind of isolation we feel. Now we have the refreshment to continue.....

I appreciated the opportunity to meet with people with such wide diversification of interest.....

Feelings ran high on the Saturday morning-- common links were established among many of the participants around common concerns and problems. Viewpoints were stimulated by others with different views and different experiences, and yet the similarity of experience in being transitional women was potent.

A common purpose was established in producing media material for use on local stations, with local groups, drawing on the resources of groups all across the country struggling with similar issues. The fresh look at back-at-home situations provided an excitement, and a closeness to those present.



CANADIAN ASSOCIATION FOR ADULT EDUCATION

CORBETT HOUSE — 238 ST. GEORGE STREET, TORONTO 5

PARTICIPANTS IN SEMINAR ON CONTINUING EDUCATION OF WOMEN

March 1,2,3, 1973

Mrs. Jane Abramson
Adult Education Department
College of Education
University of Saskatchewan
Saskatoon, Saskatchewan

Mrs. Leiba Aronoff
McGill Alumnae Continuing Education
Committee, 36 Merton Crescent
Montreal 264, Quebec

Miss Helen Carscallen
Department Sociology
Ryerson Institute Technology
380 Victoria Street
Toronto, Ontario M5B 1E8

Mrs. Marnie Clark, Director
Centre For Women
Continuing Education Division
Humber College, P.O. Box 1900
Rexdale 611, Ontario

Mrs. Eve Davidson, Program Director
Y W C A
447 Webb Place
Winnipeg 1
Manitoba

Mrs. Betty Garbutt
Adult Education Division
Calgary School Board
515 MacLeod Trail, S.E.
Calgary 21, Alberta

Miss Anne Harley
Assistant Director, Daytime Programs
Centre For Continuing Education
University of British Columbia
Vancouver, B.C.

Mrs. Mary Kyles
16 Aleutian Drive
Ottawa, Ontario

Dr. Mairi Macdonald
Continuing Education
Mount St. Vincent
Rockingham
Nova Scotia

Mrs. Lisette Marshall, Chairman
McGill Alumnae Continuing Education
Committee
36 Merton Crescent
Montreal 264, Quebec

Miss Elizabeth Pié, Chief Counsellor
Women's Bureau
Ontario Ministry of Labour
400 University Avenue
Toronto, Ontario

Mrs. Helena Whyte
Training Officer
Community Planning Division
P.O. Box 216
Halifax, Nova Scotia

TELEPHONE (416) 924-6616

president DONALD H. BRUNDAGE, Ed.D.

executive director GORDON A. HODGE, M.Ed.

RESOURCE PERSONNEL

Kay Brown, Executive Secretary
Interagency Council
14th Floor
55 York Street
Toronto 116, Ontario

Priscilla Cole, Counselling
Seneca Community College
43 Sheppard Avenue East
Willowdale
Ontario

Rene Edwards
McGill Street YWCA
21 McGill Street
Toronto, Ontario

Alice Hale
Atlantic Institute of Education
5244 South Street
Halifax, Nova Scotia

Ruth Lerner
McGill Street YWCA
21 McGill Street
Toronto, Ontario

Freda Paltiel
Special Advisor
Status of Women
National Health & Welfare
1574 Brooke Claxton Building
Ottawa, Ontario

Nell Warren
McGill Street YWCA
21 McGill Street
Toronto, Ontario

RECORDERS

Cathryn Doyle
CAAE
238 St. George Street
Toronto 5, Ontario

Joanne Orton
132 Earl Street, # 4
Kingston, Ontario

Nancy Jackson
Ontario Institute for Studies in
Education, 252 Bloor St.W.
Toronto, Ontario

SEMINAR ORGANIZER

Olivia Jacobs
CAAE
238 St. George Street
Toronto 5, Ontario

APPENDIX A

SUMMARIES - Faure, Worth, Wright Reports

Faure Report -- Learning to Be

-- Every individual must be in a position to keep learning throughout his life.

-- education should be dispensed and acquired THROUGH a multiplicy of means. The important thing is not the path an individual has followed, but what he has learned or acquired.

-- educational action to prepare for work and active life should aim less at training young people to practise a given trade or profession than at equipping them to adapt themselves to a variety of jobs, at developing their capacities continuously in order to keep pace with developing production methods and working conditions.

-- access to different types of education and professional employment should depend only on each individual knowledge, capacities and aptitudes, and should not be a consequence of ranking knowledge gained during the practice of a profession or in private studies.

-- the new educational ethos makes the individual master and creator of his own cultural progress. Self-learning, especially assisted self-learning, has irreplacable value in any educational system.

(Page 7 of Summary of Report)

Worth Report -- A Choice of Futures

A major shift will occur in the economic, social, spiritual functions and significance of work in the lives of many people. Changes in the nature and conditions of employment reflecting technical development; improved welfare systems, or guaranteed annual income; growth in the amount of leisure time; and breakdown of the work ethic suggests that attachment of jobs and work organizations will be more tenuous for more people. Moreover, the harnessing of techniques for human purposes can be expected to render work for remuneration neither feasible nor possible for increasing numbers.

The merging of work and leisure, coupled with the development of a self-fulfillment ethic, anticipates another shift in future functions of work. For women, work will become a preferred activity, serving much the same purpose as leisure now does for certain individuals.
(page 3)

Greatly increased educational opportunities over a longer time are essential, both to keep pace with change and to maximize development of the individual. Today, lifelong learning is primarily a matter of individual choice or occupational necessity. Tomorrow, it must be available to all.

Lifelong learning is more crucial than mere additions to existing programs. It involves a totally revised concept of studentship - one which dissociated the term student from any particular age range. It deliberately blurs dividing lines and provides for a merging or early, basic and further education.

Tomorrow's efforts in the day-care field ought to be thought of as primarily educational, rather than as a welfare or health activity. In all probability the number of working mothers will increase, and their children will, as a result, need a substitute for the home learning environment.
(page 67)

The career lock-out of women is disturbing, but it is a relatively minor irritation in comparison to the frustration and despair induced by constant thwarting of less tangible social, intellectual, spiritual and emotional requirements.

In order that work experience can alternate with formal learning experiences, a system of educational leaves will have to be established whereby each employee is entitled to leave of absence on a periodic basis.
(page 111)

Wright Report -- The Learning Society

The responsibilities of the post-secondary educational system to the needs of women in post-secondary education, should be guided by the principle of equity. There should be no discrimination on the basis of sex among those employed in post-secondary education, whether among the faculty or in administration, in regard to pay, rank and rate of advancement. Appropriate procedures regarding promotions should be adopted for women employed in research and part-time teaching. Moreover, post-secondary institutions should increase the number of part-time faculty and staff positions with career lines, so that individuals, both male and female may more readily combine family and other responsibilities.

There should be no discrimination on the basis of sex with regard to acceptance into any course of study, eligibility for financial aid or right of access to faculty clubs, student centres, housing and athletic facilities. Further, all programs offered in Ontario under the Occupational Training Act should be open to women who wish to re-enter the labor force. At present, many of them are disqualified from such programs because of length of time that they have been detached from the labor force. Finally, the post-secondary system should recognize the biological and parental role of both students and employees by providing full-time and part-time maternity leaves and by creating day-care centres.

Clearly, the responsibility for the relatively low participation rates of women in higher education does not rest solely with institutions and governments. The mores and structures of society constitute the larger context of responsibility.

"We now place the responsibility for change where it properly belongs. Each institution, in consultation with the appropriate organizations and councils, should prepare and publish specific plans, indicating by what means, at what rates and at what speed its proportion of female employees will be increased. Simultaneously, the proposed councils for universities, colleges and the open educational sector should establish policies that will increase the participation of women, both as employees and as students in post-secondary education....."

APPENDIX B

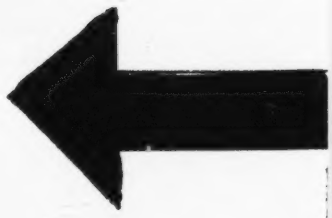
Continuing education of women is only one aspect of the current local, national and international problem in education. Education for women can only be discussed in the context of education as a whole. What I find most interesting is that many of the issues raised by women about their educational and employment needs are the key present day issues in everyone's education. Women are focusing attention on the issues of flexible access, varied life styles with varied educational needs, the drop-out-stop-out-drop-in phenomenon worrying so many of our universities, and the need for freedom of choice as to when, how, where and for how long learning occurs. As the Faure report stresses,

> "education should be dispensed and acquired through a multiplicy of means. The important thing is not the part an individual has followed, but what he has learned or acquired."

The various Commission report, Wright, Worth, and Faure, provide an excellent backdrop to discussions on the continuing education of women. The use as their focus the concept of lifelong learning which dissociates the term student from any particular age range, deliberately blurs dividing lines and provides a merging of early, basic and further education. By offering formal learning opportunities on an intermittent or recurrent basis over a lifetime, the threat of economic and social obsolescence is reduced.

(See summaries of each report on the concept of lifelong learning and continuing education for women in Appendix C.)

I believe women work because:



My evidence is:

Both the American and Canadian Women's Bureaus report that most women in the labor force work because they or their families need the money. [1] Helen Wolfe in her book, "Women in the World of Work", 1969, reported by a study at Bryn Mawr, states that while economic necessity is indeed important for many women, other psychological needs are also very important. In fact the more education a woman acquires, the more likely she will seek paid employment regardless of her economic status.

1871 women answered an anonymous 29 question questionnaire, and the only work value that consistently crossed all demographic variables was the high need for work to provide a mastery-achievement value. [2] The other two most important values for all women regardless of age, marital status, educational attainment, etc. were: independence and social needs.

Such conflicting evidence forces us to ask questions about motivations - a generally weak area in all of education. American studies [3] indicate that the lives of U.S. college women are work oriented... yet the higher education of women is not. What then should the relationship be between higher education and preparation for work? The Faure report states:

> "... educational action to prepare for work and active life should aim less at training young people to practise a given trade or profession than at equipping them to adapt themselves to a variety of jobs, at developing their capacities continuously in order to keep pace with developing production methods and working conditions." [4]

How does this kind of recommendation affect our higher education now?

How then does one prepare for a part-time job?

Another problem NOW is increasing obsolescence and how to keep pace?

---

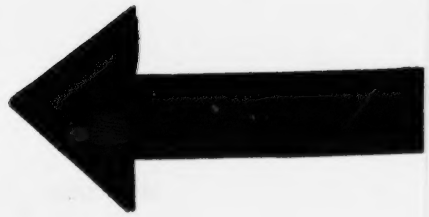
1 "Why Women Work", U.S. Department of Labor, Women's Bureau, July 1972, p.17.

2 Helen Wolfe, "Women in the World of Work", quoted by Boris Blai, "Job Satisfactions & Work Values for Women", Office of Research etc., p.3.

3 John B. Parrish, "Coming Crisis in Women's Higher Education and Work", AAUW Journal, Nov. 1970, p. 17.

4 Faure report, p. 7.

I think the following kinds of programming are needed for women:



Discussions of women and work leads to distinctions between first and second phases of her work life -- before marriage and after child rearing. The two phases are at present a major distinction between women working and men working. The great increase in women returning to work has been during the second work stage. Many programs now are working with women who are in the gap area between first and second work phases. If indeed the "shoulds and wills" of the Wright, Worth and Faure reports do actualize, then the gap will disappear, replaced by redistributed teaching in space and time.[5] How do we work toward this redistribution?

The Worth Report in a section, titled: Tomorrows-Futures Forecases predicts a major shift in the work ethic:

a. a more tenuous attachment to jobs and work organizations
b. work for remuneration will be neither feasible nor possible for increasing numbers of citizens
c. a smaller proportion of time will be spent in occupational endeavor by all types of workers.[6]

How will this affect women?
What kinds of programming will be needed?

In addition to meeting immediate needs for retraining, upgrading and keeping in touch, should we not also be vitally concerned with educating for decision making, educating for alternatives with useable skills in a number of areas, educating for meaningful volunteer work, and not volunteer work for women only?

If indeed many women, particularly those with education, work for mastery-achievement, independence and social contacts as the American study states, why do we not do more to educate for work that provides these satisfactions? Need the work pay?

There are many more questions to be asked, and many more research studies needed, and many more answers to be found. That is the challenge.....

---

[5] Faure report, p.7.

[6] Worth report, p. 3, 16.

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APPENDIX C

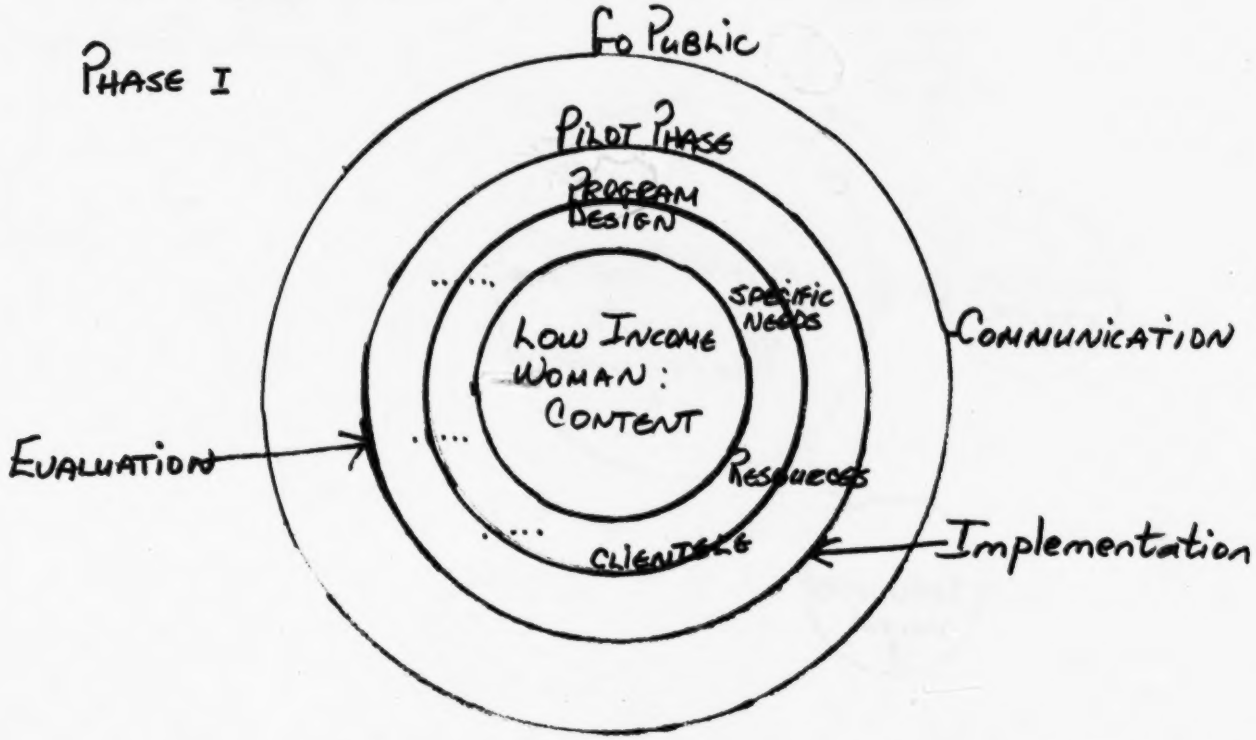
Aim:-- to produce 3-1 hour shows based on local grograms

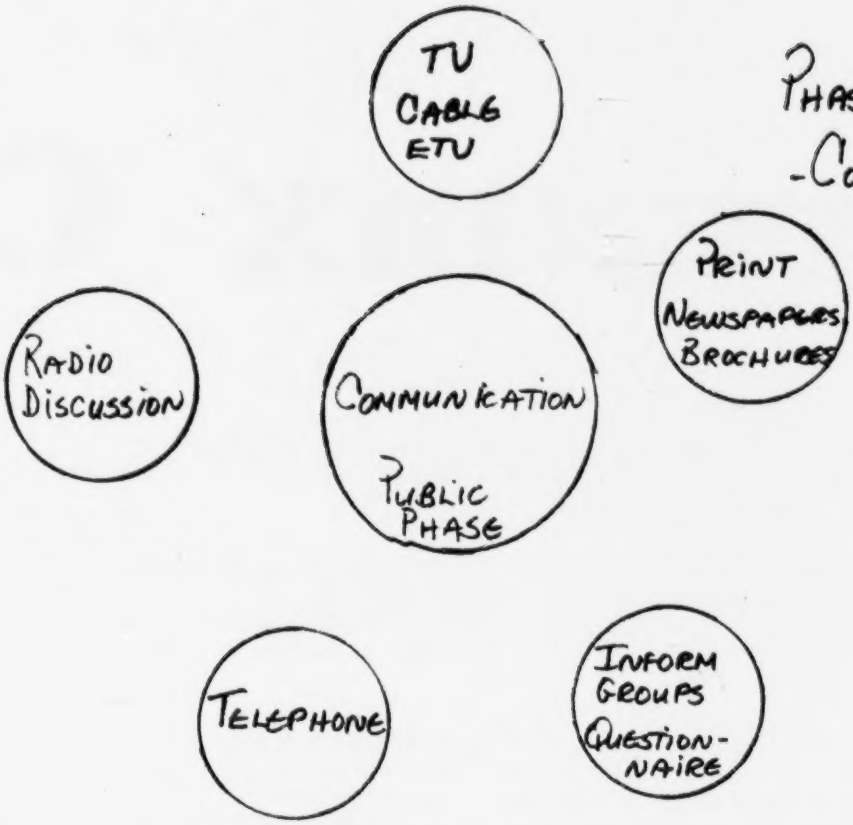
-- to produce educational material based on 1 hour shows probably yielding ½ hour of good material

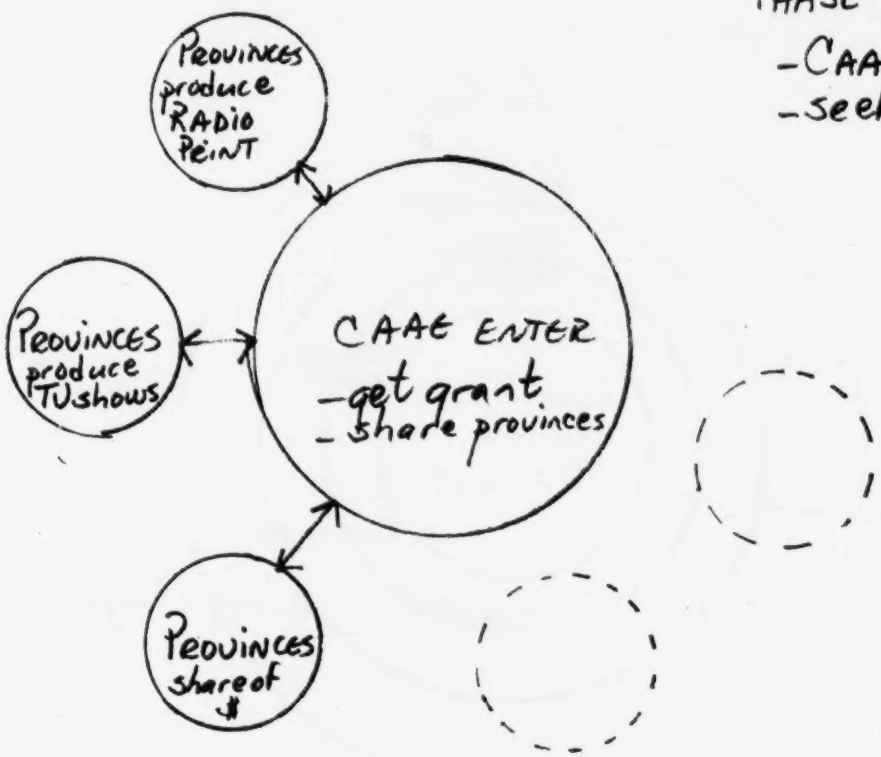
The idea was to use local programming already ongoing as original material for video-taping and TV using local outlets. In addition, this material would provide excellent educational material for a variety of groups across Canada, based on Canadian experience .

It could operate in 4 phases, with CAAE getting involved at later stages. CAAE would look after the editing of material sent in from across Canada and actually produce educational materials, which would then be accessible to any interested persons.

Phase 1 would focus on low income woman, as the content of the programming with a sequence as follows:

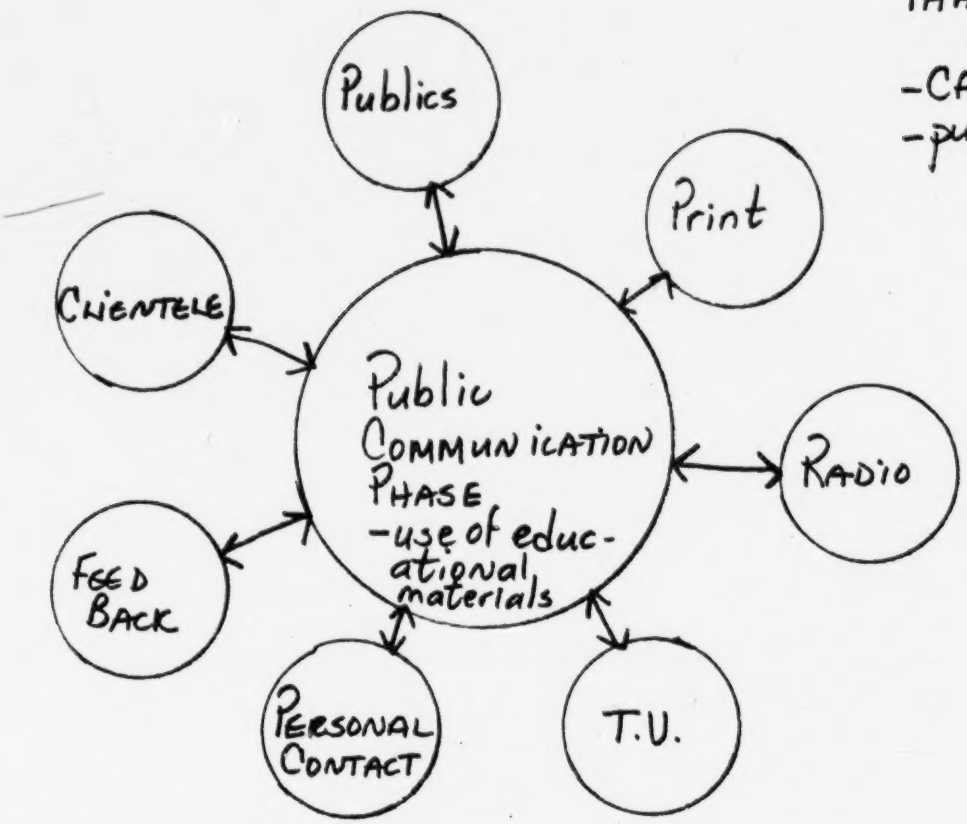



TV
CABLE
ETV
PHASE II
-Communication
PRINT
NEWSPAPERS
BROCHURES
RADIO
DISCUSSION
COMMUNICATION
PUBLIC
PHASE
TELEPHONE
INFORM
GROUPS
QUESTION-
NAIRE


PHASE III
-CAAE
-seeks funding
PROVINCES
produce
RADIO
PRINT
PROVINCES
produce
TV shows
CAAE ENTER
-get grant
-share provinces
PROVINCES
share of

PHASE IV

-CAAE
-public communication



CAAE: gather materials from provincial programs
produce a package of Canadian content
edit at national level on a continuing
basis.

SUMMARY

My name: _____
Address _____
_____

Telephone number: _____
Organization: _____

I'd like to share with the CAAE and others some of the thoughts I recorded on the backs of pages of the Report, and other thoughts:

ERIC Clearinghouse
JUN 4 1973
on Adult Education

SHEET